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Photos by Thomas Mann and Taketo Ohtani

The Fall Edition of the Quarterly Review each year marks the beginning of a new school session. With this in mind, we thought it would be appropriate to take a look at what's new on the MWC campus—the Freshmen. In this era of facts, figures, and computerization, the collective freshman undergoes a thorough scrutiny and from this examination Director of Admissions A. R. Merchent has been able to construct a portrait of the freshman here today and perceive some discernible trends. In addition, he has taken a close look at the student who did not come to MWC and why, and he shares this informaton with us.

There was also a very new and exciting experiment in education on the Mary Washington campus this summer—two humanities institutes for high school students—which were directed by Laura V. Sumner, Director of Summer Programs at the College. Instrumental in the establishment of the federally-supported program was Mrs. **Shirley Conrad** Heim '58, Coordinator for Federal Programs for the Stafford County School Division. Participating in the original six-weeks project were some 80 Stafford County youths, and an additional 90 students from throughout the state were able to attend a three-weeks institute appended to the Stafford project. Mrs. Heim, Mrs. Sumner and two attending students—Juan Cole of Loudon County and Nancy Moore of Strasburg describe and review the summer of discovery for us in this issue.

Exploring The Humanities

Rationale

The physical make-up of Stafford County with no cities, no theaters, no facilities for the promotion of the fine arts dictated the need for the schools to be the leaders in the implementation of programs designed to emphasize the creative arts. The educators of Stafford County realized the urgency for an organized, comprehensive program encompassing innovative techniques and interdisciplinary approaches which would hopefully ameliorate students viewing the disciplines as separate entities, provide outlets for creative endeavors, and enhance the cultural background of Stafford County's citizens.

With the need clearly established, a member of the Title III planning team posed the question, "What about Humanities?" And off we went searching for the ideal way to launch a Humanities Program. Dr. Laura Sumner of Mary Washington was invited to speak to the secondary teachers of Stafford on a Humanities Program and her enthusiasm, vigor, and interest led us in planning an institute on the college campus as well as submitting the entire project "Exploring Creative Frontiers" in cooperation with Mary Washington College.

News arrived on April 27, 1970, that our proposal had been selected for funding. A proposal that, if properly applied, could change the face of Stafford County and usher in an about-face attitude toward the arts.

Shirley C. Heim

The Institutes

The following resume of the Humanities Institutes offered at Mary Washington this past summer was prepared in two parts. The first portion was written by two attending students, Nancy Moore of Strasburg and Juan Cole of Loudon County and concludes with the end of the three-weeks statewide Institute. The second portion represents a chronological narrative of the final three-weeks in which the students from Stafford County participated.

Institute

An experiment in education was conducted this summer at Mary Washington College. From June 22 until July 10, one could see high school students, rising juniors and seniors, walking about campus on their way to classes. These students were on campus for a program called "The Institute of Arts and Humanities", directed by Dr. Laura V. Sumner, in association with the Virginia Commission of Arts and Humanities.

The students came to study in basic workshops dealing in the fields of creative writing, drama, music, and art; they were also exposed, in group sessions or on field trips, to all of the above humanities, regardless of their individual workshop interests. These high school students were treated exactly as college students would have been—the classes were for the most part optional; and most of the workshop teachers consulted the students themselves on what shape the courses would take.

It was a hectic chain of events that was to bring 90 young scholars from all over the state to live on MWC campus, and some 80 Stafford County high school students to attend regular morning classes here. Last winter, a memo was sent to the Stafford County school system advising it that funds were available for special projects in education. These funds were made available by Projects Advance in Creativity Education, (PACE), known as Title III. Stafford County Schools decided to initiate the three-year project by doing a special program on humanities; and since MWC was so accessable, they asked if their students could use MWC facilities. The college was quite agreeable to that, and Dr. Sumner, who is a professor at the college, was asked to head the six-weeks Stafford program. The project was then submitted to the Title III office to be reviewed. One of the reviewers, Mrs. Frances Hurt, was a member of the Virginia Commission of Arts and Humanities, and she made inquiries on behalf of the Commission as to whether a program made up of students from all over the state might exist alongside the Stafford program. Both Stafford county and Mary Washington College were greatly cooperative, and a three weeks program consisting of a cross-section of Virginia high school students came into being: The Institute of Arts and Humanities.

The students began to arrive at Jefferson Dormitory on Sunday, June 21st, and continued to do so until late Monday afternoon. At 3:00 p.m. on Monday the State (and some of the Stafford) students met in Ann Carter Lee Ballroom, where they were introduced to Mrs. Sumner, the Director of the Institute, and their workshop teachers. After the group meeting, they broke up into interest groups, where they began to glimpse the form that their workshops would take.

It was from this starting point that the students launched into a hectic week. It began with experimental movies such as "The Golden Fish", and "The Red Balloon", and a music session in the amphitheater, featuring Eric Sigmund (composer and guitarist), Mr. Philip Heim (who gave an accordion presentation), and local talent. Tuesday evening, students engaged in a lively talk with Mr.

James Baker, workshop leader and assistant professor of music at Mary Washington College. The next day Mr. Baker lectured on "How Music Looks", using an oscilloscope and five musical instruments.

The high point of the week occurred Thursday, with an intensive tour of the cultural highlights of Washington, D. C. The Islamic center, the National Cathedral, the Freer Gallery, the National Gallery, and the Sylvan Theatre's presentation of the Alvin Ailey Modern Dance Company were all viewed by the students.

Friday rounded off the week with a marvelous Oriental Luncheon prepared by the members of the Adult Education Class, Stafford County, at Trinity Episcopal Church in Barber Hall. The individuals responsible for the success of the luncheon were Mrs. Wha Ja Davis, Mrs. Shizuko Benton, Mrs. Sumiko Willcox, Mrs. Sun Yo Buton, Miyoko Fahey, Mrs. Jaungja Phillips, Mrs. Ryang, and Mrs. Butler. Afterwards, Mr. Taketo Ohtani gave a talk on "The Sounds of the Orient". A mixer Friday night gave the members of the Institute a chance to relax with some of their own kind of "culture".

The first weekend at the Institute saw two tours of historic Fredericksburg, and a movie of the Leningrad Ballet performing Tchaikovsky's "The Sleeping Beauty." Sunday night, there was a Buzz session with Mr. and Mrs. Clingenpeel (residence hall supervisors) and Mr. Johnny P. Johnson, Department of Art, MWC, which gave the students a chance to air their views on the successes and failures of the Institute.

The second week at the Institute proved to be just as hectic as the first. On Monday, June 29, Messrs. Johnson and Lamph of the MWC Art Department conducted a session which gave all the students a chance to try their hands at various art media. That night there was a field trip to Richmond for a Richmond Symphony concert at Dogwood Dell. The next day, the emphasis was on music and dance, with presentations by Dr. Robert Coon of Sweet Briar College, and Mrs. Claudia Read, Professor of Dance, MWC. Wednesday, the state and Stafford groups went to Richmond, where they met Governor Holton, and went on a short tour of the Capitol building. There followed a stop at the Egyptian Building of the Medical College of Virginia, and a visit to Maymont House at Byrd Park. The students were then allowed nearly three hours to see the Virginia Museum of Fine Arts at their own speeds.

Thursday saw some deviations from the planned schedule, with a talk by Mrs. Sumner on the aspect of architecture, followed by Mr. Baker's lecture on the history of musical forms. That evening Mr. Baylor Nichols, State Supervisor of Art, gave a talk and showed slides of his own work to explain the process of evolution in art. Friday, a special workshop in Journalism was conducted by Mr. Thomas P. Mann, Director of Information Services, MWC. The work load for the fourth of July weekend was mercifully kept light, the highlights being a picnic at Alum Springs park, where a wonderfully informative tour was given. Workshops continued, however, through the weekend. Relaxation was offered by a street dance Saturday night. Monday morning, which began the last week of the Institute, saw a theatre presentation by Dr. Thomas Turgeon, Associate Professor of Drama, MWC. That evening, Mr. Johnson gave a talk on Pop Art.

Other highlights of the final jam-packed week of the three-weeks program included an informative session by Mr. Mark R. Sumner, Director of the Institute of Outdoor Drama at the University of North Carolina; a final trip to the Washington area where we visited the Woodlawn Plantation near Mount Vernon, the Pope-Leighey house which was planned by Frank Lloyd Wright, the Arena Stage, the National Shrine of the Immaculate Conception, and Dulles International Airport.

There was also an interesting lecture and presentation by Dr. Lucile St. Hoyme, Associate Curator of Physical Anthropology at the Smithsonian Institution, and an opportunity to see "Your Own Thing" a musical adaptation of Shakespeare's "Twelfth Night" presented by the Drama Workshop being conducted at the College.

The statewide segment of the Institute concluded on Friday, July 10, with a brief "graduation" and an art exhibit in the parlors of Jefferson Hall, which had been our home for three weeks.

In an Institute such as the Arts and Humanities Institute, it is important to know the goals that are being striven for. The main goals of this program were to expose the students to the arts and humanities without the pressure of intensive classroom studies. It also served to broaden the students' definitions of the humanities, to create in them an awareness of others and their particular talents, and, in the case of the state group, to give them a taste of campus life.

Juan Cole, Nancy Moore

Institute II

The conslusion of the statewide segment of the summer institute marked the halfway point for the 80 Stafford County students participating in the program. Under the watchful guidance of Mrs. Sumner and the teaching team: Mrs. Marian Robinson, Mrs. **Catherine Koster** Walker '69, Mrs. Sandra Stevens, and Mr. Frederick Franklin, the students continued to explore new horizons in creativity.

Following a week of special interest group sessions; art workshops; a meeting with Mr. Baylor Nichols, the state supervisor of art; and trips to see "The Common Glory" in Williamsburg and "The Man of La Mancha" at the Barksdale Theater at Hanover Court House, the groups embarked upon what was to be a highlight of the six-weeks session—a three-day visit in New York City.

Maximum use was made of the brief sojourn with a steady schedule of activities, events and sights to see. Included on the itinerary were trips to the theatre (on two different occasions), visits to museums (the Metropolitan Museum of Art, the Guggenheim Museum, the Museum of Modern Art), a visit to Greenwich Village, a boat trip around Manhattan Island, a tour of the Lincoln Center for the Performing Arts (Philharmonic Hall, the State of New York Theater, the Metropolitan Opera House, and the Vivian Beaumont Theater), and attendance at a concert in Damrosch Park by the Goldman Band.

Following a weekend of rest the participants launched into a final intensive week of exploration. The week began with a lecture and discussion about ecology and our environment by Miss Jane Black of the Stafford County school system, a special session on film and film-making by Dr. Thomas Turgeon of the Department of Dramatic Arts and Speech at Mary Washington College, and a presentation of "Expo-Exploitation", a musical revue written and produced by Mr. Clarence Todd of Fredericksburg.

Mid-week was highlighted by a final trip to Washington to attend the Sound and Light session at Fords Theater, and following dinner at a Greek restaurant, to attend the opening night performance of "The Tempest" at the Sylvan Theater. The following day, the group was treated to a lecture and discussion on Black music and the contribution made by Bessie Smith by Mr. Carman Moore, a composer, a music critic, and an author.

The Institute concluded on Friday, July 31, with a closing ceremony at which the students received certificates and in turn presented to their parents and other guests in attendance their interpretations of the creative horizons they had explored during the summer.

An Evaluation

Although the two Humanities Institutes held at MWC this summer ran concurrently for three weeks, it is important, I feel, to stress that the two groups were not identical. The themes and purpose of both were different, at least in some aspects. Both had their own identity and goals which they fulfilled in different ways.

The state group stressed the arts and humanities with about equal emphasis. In fact it was perhaps a little weighted on the creative side. This group also had that advantage of living on campus in our first co-ed dormitory experiment. Jefferson Hall was found ideally suited for the arrangement and the residence hall director as well as the special counsellors for the group were equally pleased with the results. Although very few of the participants knew each other at the beginning of the period they rapidly formed friendships in the residential situation. For this group, too, activities had to be planned on a twenty-four hour, seven day a week basis (including much to our surprise the fourth of July weekend when only seven out of ninety went home).

The theme of the State group was "How the Creative Person Communicates" and stress was laid on the various media used by creative people now as well as in the past. Of particular interest were such sessions as those with Baylor Nichols, state supervisor of art, who discussed his highly original shaped canvasses and obviously inspired a number of the group to try differently shaped canvasses for themselves.

In addition to the actual program many students were delighted by the opportunity to see a campus and to be part of a regular college day—in Seacobeck, in the library, and in the wonderful new gymnasium areas of Goolrick Hall. From the point of view of showing talented students from across the state the special features and facilities of our campus I feel this Institute has merit for the College as well as the high school student. It is certainly my hope that a similar program can be continued on campus in succeeding summers. The facilities

are here—the PE Department has already expressed an interest in planning a special program for these students. The suggestions which the participants made at the end of the three weeks were for the most part valid and valuable. All of the students expressed the hope that the Institute would be continued.

The Stafford Institute, which really started the participation of the College in the first place, was a six weeks morning-only (8-12) program called "Exporing Creative Horizons". The students all lived in Stafford County within commuting distance of the College but very few of them had been on the campus prior to this summer. Many of them knew each other prior to the Institute but they came from three schools in the county and represented a broader group (rising tenth, eleventh and twelfth graders as opposed to eleventh and twelfth graders only for the state group). Although all parties involved were concerned whether these students would feel swamped by the state group during the first three weeks, there was actually no need for worry. The Stafford group went on to co-operative projects on weekends in order to raise money for the three-day field trip to New York which was for them the highlight of the summer. The performance of the various interest groups at the end really demonstrated that the members had explored creative horizons during the six-weeks period. My feeling is that a similar regional group (including the city and Spotsylvania County perhaps) could continue a similar program—perhaps every other year—until the population density is a little heavier (and of course the specialists in this field tell us the flood tide is coming south from the Washing, Northern Virginia area). I don't believe this Institute could be run annually without scraping some of the barrels a little too deeply. It is essential that talented-artistically and academically—students be in such a group. Many of the students feel lost in a situation where there are no regular assignments or tests, where the program remains flexible enough to add a series of art workshops or call in an anthropologist from the Smithsonian Institution if an interest is expressed. But the Institute this summer certainly must be called a success. We explored many horizons both locally and as far afield as New York,with generous helpings in Washington and Richmond.

One of the delightful and unexpected surprises of these weeks following the Institute has been the great number of letters and notes which I have received from the participants. Some have even sent separate letters to their interest group leaders and to Chancellor Simpson. Perhaps the real need for such Institutes and the true value of them can be found in these spontaneous expressions of thanks. One shy, but very talented young Negro boy from Norfolk said "I learned about subjects I never knew existed. I am sure my whole outlook on life has been changed by this Institute." Or, a Stafford student who said simply "It was the most wonderful summer of my life. I never knew learning could be such fun. Please have another one next year and let me come back again. There are so many more things I want to learn about."

Laura V. Sumner

Admissions

The process of admitting young high school graduates to college is rapidly becoming a science. It may not be the finely-honed model of precision and accuracy that some may have you believe, but it does represent an effort to established criteria and techniques for determining as accurately and as fairly as possible who should, and should not, be admitted to a specific institution.

Basic to this process is information: information on each individual applying to the college, information on each individual accepted by the college and information on each individual's progress, or lack of progress, at the college. Through a close scrutiny of these factors those involved in the admissions process can establish a number of usually reliable predictions, projections, and patterns.

It is with this in mind that Mary Washington College Director of Admissions A. R. Merchant each year undertakes the monumental task of collecting all the data and analyzing it. The task begins with the receipt of a student's application and probably does not end until the student becomes a drop-out or a graduate. By September of each year, however, it becomes possible to assemble a portrait of the newest member of the community—the freshman. The following information collected by Mr. Merchant provides this profile:

The Pool of Applicants

By July 24, a total of 1806 applications for admission had been received. This figure was 12.7 per cent smaller than the total of 2069 applications received by the same date in 1969. Of the 1806 applications submitted for admission, 159 were from students who had earned some college credit elsewhere. This left 1647 applications submitted for enrollment to the freshmen class and included 39 applications for day student status.

In the total applicant pool were credentials from 17 black students and from 26 male students. Applications were received from 41 students who resided in the Lalla Gresham Ball Scholarship region. Offers of admission were made to 1334 students which included 100 transfer students. For the freshmen group of 1234, 29 offers of admission were for day student status.

By dividing the number of students who planned to enroll in September by the number who were offered admis-

sion, a percentage of acceptance was obtained which was 52.6 per cent. A comparable figure was not available for the same date in 1969.

Summary of Admissions For September 1970

By September 15, 1970, the entering freshmen expected at Mary Washington College for the current semester numbered 635 students which included 19 day students. Approximately 66 per cent of the class were classified as legal residents of Virginia. The freshmen were graduated from 298 secondary schools located in 25 states and six foreign countries. In addition to the 635 freshmen, 75 transfer students were selected from a pool of applicants that numbered 1806.

Included in the number of freshmen were 11 black students and there were 30 students from the Lalla Gresham Ball Scholarship region. (Counties in Virginia that comprise the region include King George, Westmoreland, Northumberland, Richmond, Lancaster, Essex, and King and Queen.) Also included in the freshmen enrollment were four men. Approximately 15 men were included among those who transferred to Mary Washington.

The freshman class posted a mean score of 554 on the verbal section of the Scholastic Aptitude Test of the College Entrance Examination Board. The mean mathematics score was 544. These scores are the equivalent to national percentiles of 75 and 76 respectively for senior secondary school women who enrolled in a college. The test in English Composition is the only achievement test that was taken by all freshmen. The average score earned was 560 which was equivalent to the 67 percentile on a national norm. Nearly 70 per cent of the freshmen ranked in the top quintile or higher of their high school graduating classes.

One final study conducted by Mr. Merchant concerned the impact of the implementation of coeducation at the University of Virginia on student enrollment at Mary Washington College. Initial data would indicate that the change had a slight impact on the make-up of the freshman class, but there was no significant impact in the case of returning students.

The Ghost Story of Mary Washington College

By A. R. Merchent

At any college it is necessary to offer admission to more students than space permits because some of those to whom admission is offered will not accept it. Those who do not accept the offer are called ghosts.

Applicants to Mary Washington College proved to be no exception. Offers for freshmen admission to the semester that began in September 1970 were extended to 1,234 students and 637 students elected to accept the offer. This left 597 ghosts or 48.4 per cent of the total group of students who were offered admission but did not accept that offer. It is interesting to note that the percentage of ghosts from other states is slightly greater than ghosts from Virginia.

To learn more about the ghosts and the colleges they elected to attend, a simple questionnaire was designed to determine the names of other colleges selected and some of the reasons advanced for their choices. The questionaire was mailed with a return envelope to 584 ghosts (thirteen ghosts were not included for various reasons in the questionnaire study) and responses were received from 503 which represented an 86 per cent return by September 1, 1970.

A total of 483 ghosts named the colleges they intended to enter in September 1970 and 20 other ghosts stated that they would not attend college. From the information gathered the following conclusions may be drawn:

- There tended to be more ghosts per hundred from states other than Virginia than from within the state.
- The University of Virginia, Virginia Polytechnic Institute, the College of William and Mary, and Longwood College were se-

lected as institutions to attend by nearly 40 per cent of the ghosts.

- Approximately two thirds of the ghost group elected to attend a coeducational college and coeducation was a factor in the choice. About 85 per cent of the ghosts attending coeducational colleges in Virginia gave coeducation as a reason but only 42 percent who selected a coed institution in another state listed coeducation as a reason for the choice. The selection of another institution because it was considered better academically than Mary Washington was a less popular reason advanced for selecting a coed college.
- Of the ghosts who selected to attend other colleges for women, slightly more than half named the other womens' college as a first choice college. Only 20 per cent of ghosts attending other womens' colleges in Virginia gave as a reason for the selection the opinion that the other college was better academically than Mary Washington. About 47 per cent of the ghosts attending womens' colleges in other states felt the same way.
- Slightly more than half of the ghosts elected to attend colleges of their first choice and two thirds of the first choice colleges were coeducational. Coeducation was a popular reason listed for selecting a first choice college. Among ghosts attending first choice colleges in Virginia 86 per cent listed coeducation as a factor in the choice but only 62 per cent listed it as a factor when the coed college was out of state. Approximately 33 per cent of ghosts attending Virginia institutions and 20 per cent of ghosts attending institutions in other states indicated that the college of their choice was better academically than Mary Washington.
- Ghosts attending first choice women's colleges cited those institutions as being better academically than Mary Washington, 31 per cent for ghosts attending Virginia womens' colleges and 56 per cent for ghosts attending womens' colleges elsewhere.

- Ghosts attending colleges not designated as their first choice accounted for 44 per cent of those who named colleges to attend. Ghosts attending these institutions that were coeducational gave coeducation as a reason for attending by 84 per cent attending Virginia colleges and by 60 per cent out of state. Thirty-two per cent of the ghosts who elected to attend coed colleges in Virginia, gave as a reason for their choices, opinions expressed by friends about Mary Washington. Another 32 per cent of the ghosts who selected coed colleges in other states reported they wished to remain closer home.
- Ghosts attending womens colleges in Virginia that were not cited as first choice, stated that they were accepted too late by Mary Washington as reported by 26 per cent. Thirty-eight per cent of the ghosts attending womens colleges in other states gave as reasons for selecting the institution (1) good scholarships, (2) a better academic institution, and (3) the desire to remain closer home.
- Approximately one half of the ghosts had visited the Mary Washington campus. The incidence of visitation tended to be higher among those who selected other womens colleges to attend than those who elected coeducational colleges. The incidence of visitation was also higher generally among those who selected other colleges in Virginia than among those who selected colleges elsewhere.
- Ghosts who elected to attend the University and the College of William and Mary were better as a group on admissions criteria than the norms for the entire ghosts group. Ghosts who elected to attend Virginia Polytechnic Institute and Longwood College were lower as a group on admissions criteria than the entire ghost group.

Nina Bushnell: An Alum's-Eye View

By Anne McClerkin Jonas '51

Twenty years ago, at the end of MWC's 1950 summer session, Mrs. Charles Lake Bushnell, Dean of Women and a dominating influence on campus life for thirty years, retired and left Fredericksburg: dramatically and with characteristic flourish.

"Mrs. B.", as she was fondly called by thousands of alumnae, didn't want to retire. But she was seventy and compelled, as a state employee, by Virginia law to start a new life elsewhere. A firm believer in the need for rules and laws to perpetuate an ordered society, Mrs. B. removed every trace of her years of Deanship from her office/living quarters, telephoned a taxi, and departed—*sans* last-minute farewells to old friends, without leaving any sage advice for her successor. She never returned. Throughout her long life, before and after her years at Mary Washington, Mrs. B. made her impact where she was, while she was there, and then went on to something else.

The entire period of Mrs. B's Deanship was an era involving adjustment to change. Between 1920 and 1950, the role of women in American life moved from post-Victorian concepts of the need to educate them primarily to serve as teachers through the "Flapper" years with all their extremisms. Gradually, attitudes settled into a more universal acceptance of college-educated women as independent individuals with potential for making professional and intellectual contributions in a variety of disciplines—and for being better wives and mothers.

As concepts changed, the college on "the Hill" changed. Enrollment increased steadily. Buildings and other facilities expanded. The faculty became larger. Academic standards rose higher and higher. The student body grew heterogeneous: the scope of its geographic origin widened.

Amidst all this change, Mrs. B. provided essential continuity. Firmly ensconsed in her role as Dean of Women, she devoted all her time, talent, exuberant health and unlimited energy to guiding and counseling students and managing all aspects of their collective life. Not surprisingly, for thirty years her office—and the unique, colorful, sometimes controversial person inhabiting it—were focal points on "the Hill."

By the last decade of Mrs. B's tenure, some students arrived on campus fully capable of adjusting to life away from home and family with a minimum of supervision. Many others still were catapulted to college from sheltered homes, totally bewildered by such new experiences as coping with a grouchy roommate or handling a date who'd had a little too much to drink. Yet others were confused and engulfed by homesickness. Mrs. B's wise counsel, temper-peppered discipline, encyclopedic memory, commanding presence and round-the-clock availability steered this enlarged and diversified student body through the transition from the past to the present on Marye's Heights.

After the college was affiliated with the University of Virginia in 1944, the time-honored Jeffersonian honor system—based on assumptions of personal maturity, self-government and ability to live in a democratically managed community—became a part of MWC tradition. Mrs. B. brought some preconceived notions to her work of helping the student body assume a larger role in governing itself. But she was dealing with a group of girls widely varying in degree of individual readiness to accept the expanded personal responsibilities corollary to genuine self-government. For some years, therefore, during and even after the Bushnell Era, MWC's Student Government and Honor Council coexisted with *The Bayonet*. Unlike today's *Student Handbook, The Bayonet* contained complicated official rules of conduct which frequently sent students—and their dates—rushing to check personally with Mrs. B. for some specified reason.

For example, to date an MWC girl, a young man had to possess and apply the patience of Job. The many steps required created friction between Mrs. B. and some girls were engaged, going steady, or losing dates too impatient to put up with the elaborate ritual. But those of us who followed Mrs. B's lead and accepted the fact that rules were made to be obeyed until officially changed got along fine. Many of our fondest memories center around our encounters with Mrs. B. in her role as interpreter and chief administrator of the rules contained in *The Bayonet*: a task she always performed fairly and impartially, sometimes puckishly, and—when a student's attitude was rebellious—with angry firmness. An incident from my own student days is illustrative.

One Sunday early in Mrs. B's last year as Dean of Women, a boy from my home town showed up unannounced about 2 P.M. in the parlor of my dorm—an unforgivable breach of *Bayonet* regulations. Resplendent in a Marine Corps officer's uniform, he asked the dorm hostess to tell me he was there, mentioning something about taking me in his car to a dinner-dance at Quantico later that afternoon. Both the bewildered young officer and I were ordered—separately—to appear in Mrs. B's office: on the double.

Mrs. B. spent a long time quizzing us both. We both met her piercing gaze head-on and told the absolute truth. Eventually she was satisfied

that no conspiracy was afoot; that indeed we had grown up together and he had come to the campus on impulse to surprise me. Turning dramatically away to get an Approved Caller card, back straight, complexion glowing, auburn hair shining, Mrs. B. announced her decision:

1. Under the *Bayonet's* rules, Quantico was a "local" area; hence she would issue an Approved Caller's Card—as she was authorized to do for local escorts—without my parents' written permission;

2. Since I had to remain on campus past noon every Sunday anyway— I had the *New York Times* franchise—she would except me this once from the rule that students leaving for the day with dates must depart by noon;

3. If the young man and I could find another student complete with approved escort to accompany us as *The Bayonet* stipulated, we could go to the dinner-dance at Quantico;

4. We must be back on time (before 10:30 P.M.); and

5. All four of us must check in with her personally.

Complying with all these conditions made us late for the event and compelled us to leave before it was over. But we had fun while we could. When we got back, just before 10:30, Mrs. B. smiled approvingly and didn't dismiss us until she had heard all about how the buffet table was decorated, what the orchestra had played, and so on. Vicariously, she had gone to the dinner-dance, too.

To my knowledge, there was only one rule in the 1949-50 *Bayonet* Mrs. B. didn't enforce strictly. Even then, skirts and riding habits were the only acceptable dress on campus, unless one was actually engaged in sunbathing, playing tennis, or working in the Drama Department's scene shop. (The complicated special rules applying to those situations have departed my memory.) Nevertheless, many girls who couldn't afford to eat anywhere else rushed to breakfast at Seacobeck just before the doors closed with raincoats thrown over their rolled-up pajamas. Mrs. B. firmly believed in the importance of breakfast and wisely understood the ways of young women. If she happened to see a pajama leg fall down as a student raced toward the dining hall, the unlucky girl was sharply reprimanded. Occasionally there were speeches by Mrs. B. after dinner on the importance of dressing before breakfast. But as long as students combed their hair and took care that no pajama legs fell below the hemline, Mrs. B. condoned the rash of raincoats appearing regularly on campus during early morning hours of warm, sunny days.

All students respected Mrs. B. Some feared her; a few despised her. Far more became her life-long friends, grateful for her understanding counsel, sympathetic helpfulness, and firm leadership of student affairs. Many learned from her example—sometimes retrospectively—things like the importance of a leisurely dinner to break the routine of an other-wise hectic day, the difference candellight and music can make on appropriate special occasions, and the boost to one's ego which can come from occasionally donning formal attire.

During school holidays, only a few girls remained on campus. Mrs. B., who rarely left herself, was more relaxed then, and had more time for general conversation. Once, at tea in her office/living quarters in Virginia Hall, she and I discussed a newly-translated book we'd both read recently: Albert Einstein's *The World As I See It*. Mrs. B. was firmly convinced that Einstein's theories of temporal relativity were valid. In fact, she believed temporal relativity and relevance to be closely connected.

Clearly, by the time Mrs. B. retired in 1950 some of her notions about what constituted lady-like social graces had become outmoded. But these were details which added to her individuality. Nina Bushnell's principles were highly relevant—and still are—to student life at MWC. Her presence on campus set the stage for all the changes in approaches to orderly community living which have occurred since her retirement. Such important traditions as maintaining personal dignity, keeping one's word of honor and dealing impartially with one's fellow human beings are ideals rooted in the Bushnell Era. They are unlikely ever to disappear from MWC campus life—or from the life-styles of most MWC graduates.

About the Author: At the 1951 Commencement, Anne received an award from Zeta Phi Eta, National Professional Speech Arts Fraternity for applying high professional standards to her undergraduate work in radio and drama. Subsequently, she has engaged in research and writing from the vantage point of Washington, D. C.; traveled widely with her late husband, Jack; and completed course work for an M. A. at the American University. Ann is listed in the last several editions of *Who's Who in the South and Southwest* and in 1968 was selected as a Community Leader of America.

Spotswood Spotlight

CHAPTER NOTES

The **DELAWARE CHAPTER** (Wilmington area) held its election of officers at the spring luncheon on May 16, at which Miss Mary Ellen Stephenson was the special guest. Officers for 1970-1971 are as follows: **Janet Spang** Hess '60, President; **Barbara Upson** Gravely '61, Vice-President (President-elect); **Charlotte Baylis** Koffenberger '49, Secretary; and **Helen**

Lowe Eliason '48, Treasurer. The group held a tea for new and returning MWC students on Thursday afternoon, September 10, 1970 at Mrs. Eliason's home.

The **NORTHERN VIRGINIA CHAPTER** reports that it hopes to circulate a newsletter to active members and other interested persons during the coming year. Alumnae interested in having their names placed on the mailing list should contact one of the following officers: **Gretchen Schulze** Mulligan, President, 549-0585; **Harriet Klohr** Shipman, Vice-President, 765-7720; **Hazel Jefferies,** Secretary 256-2278; or **Eleanor Pollock,** Treasurer, 451-7685. More than one hundred invitations were sent to new Mary Washington students by the chapter, inviting them to attend a tea on September 13, 1970.

The third annual spring banquet buffet was held on Wednesday, April 8, 1970 by the **RALEIGH CHAPTER** at the Plantation Inn. Husbands of the chapter members were guests. Miss Ann Perinchief, Director of Alumnae Affairs, brought news of "Mary Washington College Today." New officers for the 1970-1971 term were announced: **Eleanor Small** Overton '46, President; **Margaret Branch** Britton '29, Vice-President; **Jewell Bragg** Bates '43, Secretary-Treasurer; **Grace Pendleton** Garriss '29, Chairman of the Nominating Committee; **Ruth Hurley** Nicholson '45, Publicity Committee Chairman; **Foncie Lawrence** Williamson '57, Telephone Committee Chairman; and **Frances Wills** Stevens '43, former president and adviser to the new officers. Future plans include a fall buffet luncheon and an April dinner meeting. Interested alumnae in the area may contact Mrs. Overton, 4309 Union Street, Raleigh, N. C. (telephone: 787-2771).

Stonehenge Restaurant in Ridgefield, Conn. was the site of the annual spring luncheon of the WESTCHESTER-FAIRFIELD CHAPTER (N.Y.-Conn.) on May 23, 1970. Mrs. Irene Kampen, author of **Due to Lack of Interest Tomorrow Has Been Cancelled,** spoke about a recent tour of Russia on which she plans to write a book. New officers elected at the meeting were: **Kathy McAlenney** Lazo, Vice-President; **Frances Inglis** Russo, Secretary; and **Nancy Weston** Wells, Treasurer. **Francis Giannotti** Scalzo will continue to serve as President of the group.

DEATHS

We extend our sympathy to **Pam Tompkins** Vance '68, whose husband, Jim, was killed while on a training mission, July 23, 1970; to the family of **Ethel Nash** '14, who died on September 12, 1970; to **Margaret Lodge** Copes '32 and her family on the death of her son, Tom, August 27, 1970; belatedly to the family of Rubinette **Young** Vaughan '37, who passed away in April, 1967; to the family of **Cecile McLaughlin** Brown '27, who died this spring; to the family of **Kitty Turner** Saunders '37, who passed away April 29, 1970 in Annapolis, Maryland; to the family of **Doris Kiser** Higginbotham '57, who died on New Year's Day, 1970; and to the family of **Jeanne Rowell** Callahan '54, who died July 3, 1970.

MARRIAGES

'63 **Glennie Haynes** to George Mueller, June 13, 1970 in Wilmington, Delaware. They are living in Axton, Va.

'67 **Marion Briechle** to John W. Yonce, April 11, 1970.

Ellen Potts to Terry Charles Smith, August 15, 1970 in Waynesboro, Va. They are living in Atlanta, Ga.

Susan Spencer to Michael C. Collins, August 22, 1970. They will reside in Charlottesville.

'68 **Susan Majors Brown** to Robert Sinclair Strong, August 22, 1970. They are living in Charlottesville.

Barbara Jean Price to Dr. Luitpold Wallach, August 22, 1970. They will live in Champaign, III.

'69 **Catherine Stone Allen** to Michael A. Hughes, July 18, 1970.

Eloise Bell to Thomas Sloan, August 15, 1970.

Stephanie Boone to David Joanis, June, 1970.

Miriam Drayer to Peter Antich, February, 1970.

Linda Ellis to Jerry Hanchey, June 20, 1970.

Karen Johnson to James Brown, August 15, 1970.

Ruth Ann Sichol to Kenneth E. Myers, May 2, 1970.

Margaret Ellen Smith to Gene Hook, March 21, 1970.

Mary Page ("Pidge") **Williams** to Danny Walden, April 25, 1970.

Anne Woodbridge to David Teed Wafle, August 7, 1970.

Sarah Yancey to William P. May, August 19, 1970.

'70 **Karen Anderson** to Robert Slay, June 27, 1970.

Jane Basnight to D. L. Green, June 29, 1970.

Mary Buchanan to Sam Perry, August 15, 1970.

Judy Lynn Cunningham to Tommy Rudisill. They are living in Fredericksburg, Va.

Valerie Gornto to Charles Hammer, August 8, 1970.

Jeryle Lynn Hammes to Carl Rayher, August 22, 1970.

Mary Sue Hawkes to Robert Davis, Jr., August 22, 1970.

Anne Howell to Walter Wood, September 1970.

Susan Johnson to William H. Gillette, August 15, 1970.

Cheryl Leavitt to Walter Hicks, June 27, 1970.

Kathleen D. Matthews to Stephen Medwid, August 22, 1970.

Carol Mayer to Stanton Hofer, June 27, 1970.

Kaye Mitchell to Dave Kingsbury, August 29, 1970.

BIRTHS

'54 . . To Robert and **Lois Graff** Reiser, third child, third son, Richard, April 1970.

'58 To Robin and **Bernice Bramson** Gilfillan, a daughter, Margaret Eliana, January 21, 1970.

'59 To Andy and **Pat Tredway** Fang, second child, first son, Kevin Stuart, June 20, 1970.

'61 To David and **Florence Barrett** Hall, third child, second daughter, Alma Jane, July 21, 1970 in Auburn, Alabama.

To Carl and **Betsey Ellen** Hueston, second child, first son, Eric Carl, May 17, 1970 in Salinas, Calif.

To Charlie and **Linda Cline** Sweet, second child, a daughter, Robyn Leigh, March 12, 1970.

'62 To Billy and **Myrtle Lee Dean** France, second child, second daughter, Mary Scott, July 1970.

'63 To Doug and **Clara Middleton** Leigh, a son, Benjamin, October, 1969.

'64 To David and **Martha Hanks** Cooper, a daughter, Dana Maureen, July 2, 1970.

To Phil and **Cynthia Fisk** Lank, a daughter, Tracey Elizabeth, July 29, 1970.

'65 To Charles and **Carole Turner** Floyd, second son, William Godwin, September 2, 1970.

'66 To Bob and **Nancy Fisher** Balderson, first child, a daughter, Dora Lee, June 24, 1970.

To Steve and **Pam Kearney** Berg, first child, a son, Kenneth Steven, April 20, 1970 in Norfolk, Va.

To George and **Susan Hoge** Ripol, second child, first daughter, . Katherine Reavis, June, 1970.

'68 To Roland and **Suzy Blankenship** Capone, a son, Kevin Wilson, April, 1970.

To William and **Carol Thayer** Cox, a son, April, 1970.

To Jim and **Pam Tompkins** Vance, a daughter, Sally Christine, March 16, 1970.

'69 To **Helen Holzgrefe** Fitzwilliams, a daughter, born August 1, 1970.

To **Elizabeth Odum** Loughran, a daughter, Katherine Elizabeth, June, 1970.

Letters to the Editor

Dear Editor:

I was interested to read in the MWC Quarterly Review the article by Rose Bennett Gilbert entitled "MWC Revisited, An Alumna Looks at the Student Today." I appreciated it as being a well-written article, and believe that Mrs. Gilbert portrayed more accurately than most the feelings of a visitor who returns. The reverence for the past may indeed be gone. Is the search for relevancy a new thing as the article seems to imply? I remember as a student that I questioned the relevancy of most subjects in our high school curriculum, as well as much of what I was exposed to in college. This was between nineteen thirty and thirty eight. The difference seems to be that this crop of students seeks and often gains the upper hand either because the establishment is less convinced it is right, or is unwilling or unable to defend the basics of the system.

I do not maintain that much of what one studies anywhere, (in school, at a job, in a library, or wherever) is relevant, for relevancy is only a term. Relevant to what, to whom, for how long? Moreover determining relevancy implies a sifting and pigeonholing process that makes evaluation necessary. It is in sifting, pigeonholing, and evaluating that one should come into contact with the broad accumulation of knowledge from the past, and the thinking of the present. It is the job of a teacher to expose his students to the literature and criticism of a discipline so that this contact may be established. Thus equipped, interchange of dialogue between the age-groups, and sexes make it possible to determine relevancy to a particular problem at a particular time, and to store accumulated information for future use. Even a computer is judged by the size of its memory bank.

I fear that this constant carping about relevancy is another way of saying that the past has no lessons to teach. It is a lazy and shallow approach to scholarship.

Whereas I feel that the "Ivory Tower" approach to life preparation is not necessarily the best approach; contemplative thoughtful retirement to a world of ideas may have its place before venturing into the marketplace. Four years is not forever, and those of us who are not of the "Now Generation" perhaps realize this better than those who are. The "Times they are a changin' " has always been true, and the more accelerated the pace is, the more necessary it may be to take a deep breath before the plunge.

Sincerely,

/s/ **Helen P. Voris '38**

Dear Editor:

While it is not typical of me to sit myself down and type a letter to "the editor" I, nevertheless, feel prompted to write at this time, having just read the summer "70" issue of the "Bulletin". Rose Gilbert's piece on ten years later was one of the best written jobs I've yet seen in the quarterly, and I think, an excellent piece of public relations bridging the generation gap and all of that. However, I feel impelled to say that we were not all apathic bridge players and signers during the sober and silent fifties. I seem to recall in dim, if somewhat ancient, memory a Christmas party at M.W.C. for disadvantaged children, some tutoring taking place in a black church in town, many lively discussions in dorms (even freshmen dorms) til way past two a.m. and, granted, after "lights out"; and all about the relevant as well as timeless issues, avid political campaigning on campus (Some of us were for Stevenson then), refusal to sit on busses to Richmond where blacks habitually sat in the back (some of us stood all of the way). And if my memory doesn't fail, all of this was in the early fifties; nor do I recall that life was so rosy then . . . many of us had boyfriends, and a few had husbands in Korea; my roommate was a conscientious objector before it was even popular to be so.

And where is this silent generation now? Teaching the students of the seventies, that's where . . . many of us interpreting in familiar activism what the words that Dylan wrote mean. The great names you mention in the Gilbert piece are the names of men educated in the forties and fifties, and Dylan himself is no teenager. If the seventies are so blind in their vocality not to see that they were born of the fifties and the fifties of the thirties and etc. etc. etc., where in the vacuum of voices crying for relevance is the gut

level word. Or isn't the child father of the man afterall?

Lee Blank Richmond '56
Assistant Professor
of Psychology-Essex (Md.)
Community College

Dear Mrs. Gilbert:

Just a few words of appreciation for "MWC Revisited:"

Your sensitivity and keen memory of the particulars of campus life make it a can't-put-it-down piece for any alumna.

I finished there in '67, just as the tides were beginning to change from a McMullen blouse and "will I go to Openings?" mentality to today's realism and involvement. "How I'd like to be there today!" I wished as I read on. Thanks for an encouraging look at these girls—and for leading me to re-examine my attitudes while there and the only I've developed since then. I came out of it a bit disappointed, but with a new challenge: to catch up!

Mary Lacy '67

Dear Mrs. Gilbert:

Your article in MWC Quarterly Review, Summer '70, fully occupied my evening last night. When I first finished reading it, my thoughts were in agreement with yours. Then I kept asking myself—what made **me** a quiet, unprotesting student of 1960? This morning I realized the answer for myself—I know it does not apply to all grads of 1960, but it was certainly true for me. I had to use every resource I could find to finance my college education. I also knew what I wanted from my degree—the means to support me. Sure, that's very self-centered from the '70 viewpoint, but, didn't you find a self-centeredness in all of the issues that the present MWC students are talking about—all the way from pollution to drinking in dorms? It's human nature to be that way. (No cop-out intended here!)

And, you know what? I wish I could be a student of the '70's—their curriculm sounds much more interesting than the hours I put in to getting some "necessary" credits. But, perhaps, it's what each one makes of it.

Just wanted to tell you I enjoyed your article and hope you'll have more in the coming years.

Sincerely,
Nancy Hamlin Newbill '60

Alber R. Klein, 1928-1970

Dr. Albert R. Klein, professor and chairman of the Department of Dramatic Arts and Speech at Mary Washington College, was stricken with an apparent heart attack and died Tuesday, October 6. He was 42.

Dr. Klein was stricken as he was driving his daughters to school at about 8:30 a.m. The car veered across the median strip and southbound lane of the dual highway and struck a bank on the left shoulder of the route. No injury resulted from the accident.

A native of Council Bluffs, Iowa, Dr. Klein joined the Mary Washington College faculty in 1952 and was made chairman of the Department of Dramatic Arts and Speech in 1963. A graduate of the State University of Iowa, he held an M.A. degree from the University of North Carolina and a Ph.D. from the University of Denver.

An active participant in College affairs, he was a member of the faculty steering committee which was instrumental in the granting of a Phi Beta Kappa charter to Mary Washington College last month.

He was also a member of the Future of the College Committee and this summer went to India as a participant in a faculty seminar on contemporary India sponsored by the United States-India Women's College Exchange Program.

Under his leadership the number of students in the drama department at the College doubled. A colleague in the department, Thomas Turgeon, praised Klein for his "consistently high quality of production and teaching." Some of the memorable productions he was directed at the College in recent years include Chekhov's "The Cherry Orchard" and the Moliere classic, "Tartuffe."

He is survived by his wife, Debby; his daughters, Rebecca and Judith; his mother, Mrs. Ben Klein; and a sister, Mrs. Josef A. Elfenbein.

A memorial service was held for Dr. Klein Tuesday, October 6, at Trinity Episcopal Church in Fredericksburg. Funeral services were held Thursday, October 8, at Oak Hill Cemetery in Fredericksburg.

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